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ABSTRACT

The educational system of Jordan is described, and placement recommendations concerning students who want to study in the United States are presented. After describing the setting and structure of Jordanian education, attention is directed to curricula and enrollments, undergraduate student admissions, higher education, and graduate education and admissions. Jordanian schools are classified on the basis of support, level or cycle of operation, and curricula. Both government and private schools in Jordan often carry the designation of "college" in their names, even though they are only secondary schools. The curriculum in the elementary, preparatory, and secondary levels is essentially academic. Information is provided on the subjects taught and class periods per week assigned to them in the compulsory school cycle as well as in the academic secondary cycle for 1966-1967. Grading systems of the government secondary schools and the private schools are also considered, along with preparatory and general secondary education examinations. Brief information is also provided on specific colleges, including the University of Jordan and Bir-Zeit College. (SW)

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A Study of the Educational System of Jordan and Guide to the Academic Placement of Students from Jordan in United States Educational Institutions

1969
WORLD EDUCATION SERIES

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JORDAN

A Study of the Educational System of Jordan and Guide to the Academic Placement of Students from Jordan in United States Educational Institutions

1969

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Table of Contents

The Educational Setting	1
The Educational Structure	2
General Observations	3
Curriculums and Enrollments	4
Distribution of Weekly Periods in the Compulsory Cycle, 1966-67	6
Distribution of Weekly Periods in the General Academic Secondary Cycle, 1966-67	7
Admission of Undergraduate Students	8
Higher Education	13
Graduate Education and Admissions	16
Related Admissions Considerations	17
Summary of Placement Recommendations	19
Bibliographical Note	20

Preface

The author is indebted to the American Friends of the Middle East, Inc., and the American Association of Collegiate Registrars and Admissions Officers for the financial and other support which made this report possible. Original plans called for a comprehensive study of the educational system in Jordan and recommendations for the placement of students from that land in United States educational institutions. In 1964, the author spent several weeks on a study mission in Jordan under the joint sponsorship of the above organizations. The difficulty of securing adequate documentary information, turbulence in that distraught land climaxed by the 6-day war of June 5-10, 1967, the havoc of guerilla warfare that still is raging there, and the political and financial conditions of crisis that have plagued that truncated kingdom are among the factors that have made impossible the publication of a study such as originally was planned.

The author still plans to publish a more comprehensive report later, but, as a current aid to United States admissions officers and applicants, the purposes here are to give a brief description of the educational system and present recommendations for the placement of students from Jordan in United States educational institutions.

The author wishes to express his deep appreciation to a number of persons for their understanding, patience, and wise counsel as the uncertain events of recent years unfolded with such negative impact upon the original objectives we had in mind for this study. Among them are Gayle Wilson, president; T. E. Kellogg, vice president for professional activities; William Strain and Cliff Sjogren, successively chairmen of the Foreign Credentials Evaluation Committee; and J. Douglas Conner, executive secretary of the American Association of Collegiate Registrars and Admissions Officers. There is a particular indebtedness to Orin D. Parker, executive vice president of the American Friends of the Middle East, Inc., because only his support

and the travel grant from the AFME made possible the research underlying this report. Finally, the writer especially wishes to recognize the indispensable assistance and information provided by Jordanian residents, students, teachers, professors, administrators, and Ministry of Education officials too numerous to mention. In addition to the placement recommendations stated here, the author has published elsewhere two brief studies of the Jordanian educational system that in part are reflected here.[1]

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1 Parker, Garland G., "Education in Jordan," *Basic Facts on Education in the Middle East and North Africa* (American Friends of the Middle East, Inc., Washington, D.C., 1966), 21-27; and Parker, Garland G., "Jordan: Basic Facts," *Guidelines for the Admission and Placement of Students from the Middle East and North Africa* (Institute of International Education, New York, 1966), 46-50.

I. THE EDUCATIONAL SETTING

Jordan is a young nation in an old country that arose out of the Emirate of Transjordan, which was established in 1921 east of the Jordan River under British protection. In 1946, imperial control was relaxed and Transjordan became a Kingdom. After an armistice with Israel in 1949, a segment of the former Mandate of Palestine was annexed and the land became known as the Hashemite Kingdom of Jordan. The new territory was referred to as the West Bank, *i.e.*, an area west of the Jordan River in the Judean and Samarian Hills, inclusive of the Old City of Jerusalem. In the 6-day war of June 5-10, 1967, Israel overran the Jordanian West Bank area and annexed the Old City. The remaining West Bank territory became known as Occupied Jordan.

The slender economy of Jordan is primarily agricultural, with a few light industries, such as food processing, textiles, tobacco, and tanning. Two heavy industries, a cement plant and an oil refinery, tourism, and trading are other important enterprises. Despite heavy handicaps, the national interest in education since 1946 has been increasingly great. The government has engaged in strenuous efforts to modernize and enlarge its educational system. Education has received modest outside aid, but, in the main, its development has been an indigenous undertaking.

Many educational features reflect local needs, but the British and United States influences have been strong. Understandably, since most academic institutions and resources were located in the West Bank area, the 6-day war in 1967 caused great dislocation in the educational system. The educational philosophy and aims expressed in various Jordanian legal documents emphasize the historic and intense opposition to Israel and the somewhat mystical but meaningful yearning for a closer liaison and eventual unity with Arab peoples in other lands. These strong emphases have had a profound impact upon the

educational system of this fledgling nation. In addition, the philosophy and objectives of education in Jordan reflect keen interest and faith in education as a vehicle of progress in an underdeveloped have-not nation.

II. THE EDUCATIONAL STRUCTURE

Jordanian schools are classified on the basis of support, level or cycle of operation, and curriculums. The first group includes three categories of schools. The government or public schools are maintained and administered by the Ministries of Education, Defense, Social Affairs, and Labor, Health, and the Department of Inalienable Land (Wakfs), and Council of Islamic Affairs. By far the greater number of these schools operate under the auspices of the Ministry of Education. A second category is the private school, which includes the national schools that operate under the auspices of sectarian or non-sectarian persons or agencies, and the foreign schools that are under the direction and support of foreign persons or organizations. Schools founded by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) and the United Nations Relief and Works Agency (UNRWA) for the education of children of Palestinian refugee families comprise the third group that is referred to as the UNRWA schools.

By academic level, the schools are grouped as follows: preelementary or kindergarten; compulsory, inclusive of the elementary and preparatory phases; and the secondary cycle. There are 6 years of school in the elementary level, 3 in the preparatory stage, and 3 in the secondary cycle. Prior to 1960-61, students received only 11 years of schooling. In curricular groupings, there are the general secondary schools, with literary and scientific streams or branches, and the vocational schools that offer agricultural and technical programs. Commercial departments in some secondary schools also are vocationally oriented.

At the higher education level, there are teacher training, agricultural, and commercial institutes that are administered variously by the government, UNRWA, and private authorities.

Finally, Bir-Zeit College (a 2-year institution) and the University of Jordan complete the higher education picture.

The normal school year in Jordan, in the compulsory and secondary stages, runs from September to May. In the predominantly Moslem areas, no school is held on Friday. Prior to the war in June 1967, in reflection of the large Christian population, no school was held on Friday or Sunday in Jerusalem and Bethlehem. The net number of school days in an academic year is 210 in schools that have 1 holiday and 175 in schools that observe 2 holidays a week. About 10 days are taken in winter for 2 feast periods of 5 days each, and some 10 other national and religious holidays are observed. The Ministry of Education regulates the school holidays and the school calendar.

III. GENERAL OBSERVATIONS

Generally, it is advisable for students from the Middle East countries to pursue undergraduate work in their home countries or at other institutions in that area of the world. However, because of the paucity of collegiate opportunities there, this is less true for Jordan than for other countries in that region. In 1965-66, only 2,529 students were enrolled in Jordanian institutions of higher education. In the same year, however, 5,441 students passed their General Secondary Certificate Examinations and, presumably, were qualified for college admission somewhere. Thus, the only hope for many thousands of young Jordanians has been and is to seek higher education abroad. Many do attend institutions in other Middle East countries, the United Arab Republic, Europe, and the United States. In 1965-66, 613 Jordanians attended United States institutions, and the number was 717 in 1966-67. In the absence of adequate opportunity for advanced work in their homeland, Jordanians must go abroad in large number for graduate study.

It should be understood that both government and private schools in Jordan often carry the designation of "college" in their names, even though they are only secondary schools. This practice has been misleading to many United States admissions

officers who sometimes have interpreted transcripts from such schools as if they reflected college-level work.

In comparison to their United States counterparts, Jordanian schools are deficient in library and laboratory resources, the teachers have less schooling, and finances are more limited. On the other hand, the number of students in the secondary cycle is a much smaller proportion of the total school population than is the case in the United States; they comprise a relatively select group and generally are highly motivated. The teachers themselves, as a rule, are dedicated and often display a commendable drive and expertise. The psychology of a people in an underdeveloped land who regard education as a status symbol and an almost indispensable requirement for personal progress and success in life plays an important part in explaining the fact that the work done in the schools is much better than might be expected.

IV. CURRICULUMS AND ENROLLMENTS

The curriculum in the elementary, preparatory, and secondary levels is essentially academic in nature. Table I indicates the subjects and the class periods per week assigned to them in the compulsory cycle, and Table II shows the same for the academic secondary schools.

The emphasis on the study of Arabic reflects the high emotional and intellectual significance that this sonorous and historic language has for the residents of Arab countries. The population of the Arab world is a polyglot of ethnic groups and peoples among whom differences are numerous and important, but one powerful and intangible force that gives them unity and cultural affinity is the Arabic language. Not only is there great pride in this common cultural possession, but as a discipline it embraces many other areas of study, such as geography, history, literature, and especially the Islamic religion.

In its academic emphasis, the curriculum bears the heavy imprint of the Palestinian educational system under the British Mandate as well as a significant United States influence. Despite

the Arabic emphasis, the curriculum has a reasonable balance in respect to languages, mathematics, sciences, and social studies. In the academic secondary schools, the students pursue either literary or scientific "streams." These follow a fairly normal college preparatory pattern.

In 1966-67, the enrollment in all compulsory cycle schools was 392,714, or 88 percent of the enrollees at all levels; this was an increase of 60 percent over 1957-58. Some 70 percent were in Ministry of Education schools, about 20 percent in UNRWA schools, about 6 percent in private national schools, less than 3 percent in foreign private schools, and the remainder in other government schools. Of the total, 40 percent were girls in 1966-67 as compared to 32 percent in 1957-58. Indicative of the select nature of the students, the secondary cycle enrollment was only 32,721 in 1966-67, just 8.33 percent of the total school enrollment. Even that number was an increase of 178 percent over 1957-58 and is indicative of the progress in that period in terms of attendance. As will be noted later, the examination that determines admission into the secondary cycle accounts for much of the winnowing-out process here. The 8,179 girls in 1966-67 comprised 25 percent of the secondary enrollment but only 16 percent in 1957-58. Over 75 percent of all secondary students in 1966-67 were in Ministry of Education schools. In other categories, the approximate percentages were as follows: national private, 18 percent; foreign private, 3.6 percent; UNRWA, 2 percent; and the remainder in other government schools, less than 1 percent.

TABLE I

DISTRIBUTION OF WEEKLY PERIODS IN THE COMPULSORY CYCLE, 1966-67

SUBJECT	Elementary Grades						Preparatory Grades		
	1	2	3	4	5	6	1	2	3
Religious education[1]	2	3	4	4	4	4	3	3	3
Arabic language[2]	12	10	—	—	—	—	—	—	—
Reading and comprehension	—	—	5	4	3	3	3	3	3
Handwriting and dictation	—	—	2	2	2	2	1	1	1
Oral expression	—	—	2	2	1	1	1	1	1
Grammar	—	—	—	—	—	—	1	1	1
Language exercise and grammar	—	—	—	1	1	1	—	—	—
Recitation	—	—	—	—	—	—	1	1	1
Singing and recitation	—	—	1	1	1	1	—	—	—
Subtotal	12	10	10	10	8	8	7	7	7
English language	—	—	—	—	6	6	6	6	6
Mathematics									
Arithmetic					4	4	1	1	2
Algebra					—	—	2	2	2
Geometry					1	1	2	2	2
Subtotal	4	5	5	5	5	5	5	5	6
Environment	2	3	4	4	—	—	—	—	—
Social Studies	2	3	3	3	3	3	3	3	4
Sciences	—	—	—	—	3	3	4	4	4
Art Education									
Drawing	1	1	1	1	1	1	1	1	1
Handicraft	1	1	1	1	1	1	1	1	1
Music	1	1	1	1	1	1	—	—	—
Subtotal	3	3	3	3	3	3	2	2	2
Physical education	3	3	3	3	3	3	2	2	2
Vocational education[3]									
Domestic science (for girls)	—	—	—	—	—	—	3	3	3
Agricultural, industrial, and commercial education (for boys)	—	—	—	—	—	—	3	3	3
Subtotal	—	—	—	—	—	—	3	3	3
Total number of periods	28	30	32	32	35	35	35	35	37

[1] One weekly period reserved for Koran recitation in elementary grades 3-6 and preparatory grades 1-3.

[2] Taught as an integrated unit, but weekly period references indicate the relative importance of each branch.

[3] Two additional extracurricular weekly periods devoted to vocational education. If there are no facilities for art education, the two periods reserved for that discipline may be used.

TABLE II

DISTRIBUTION OF WEEKLY PERIODS IN THE GENERAL ACADEMIC SECONDARY CYCLE, 1966-67

SUBJECT	BOYS Secondary Grades					GIRLS Secondary Grades				
	1	2		3		1	2		3	
		Literary	Scientific	Literary	Scientific		Literary	Scientific	Literary	Scientific
Religious education	3	3	3	3	3	3	3	3	3	3
Arabic language	7	8	5	8	5	7	8	5	8	5
English langauge	7	8	6	8	6	7	8	6	8	6
History (general)	2	2	—	2	—	2	2	—	2	—
Arabic history	—	2	—	2	—	—	2	—	2	—
National education	1	—	—	—	—	1	—	—	—	—
Geography	2	—	—	—	—	2	—	—	—	—
Geography of Arab countries	—	2	—	2	—	—	2	—	2	—
General geography	—	2	—	2	—	—	2	—	2	—
Arab world	—	—	2	—	2	—	—	2	—	2
Mathematics	5	1	7	1	6	5	1	7	1	6
Physics	3	—	4	—	3	3	—	4	—	3
Chemistry	2	—	3	—	3	2	—	3	—	3
Biology	2	—	3	—	3	2	—	3	—	3
Specialization[1]	—	—	—	—	3	—	—	—	—	3
Sociology and philosophy	—	2	—	2	—	—	2	—	2	—
General science	—	2	—	2	—	—	2	—	2	—
Home economics	—	—	—	—	—	2	2	2	2	2
Physical education	1	1	1	1	1	1	1	1	1	1
Military training	3	3	3	3	3	—	—	—	—	—
Civil defense	1	1	1	1	1	1	1	1	1	1
Total number of Periods	39	37	38	37	39	38	36	37	36	38

[1] Specialization: Physics, chemistry, biology, or mathematics.

Agricultural, commercial, and industrial education also have been the subject of attention in Jordanian education. Some emphasis is given to agricultural education in the compulsory cycle, and there are 3 secondary agricultural schools that enrolled 237 students in 1965-66. Eighteen percent of the work in these schools was in academic subjects. Commercial education is a curriculum component in 67 public compulsory schools and 9 private schools. In the secondary cycle, it is presented in 9 government schools, 1 private institution, and 2 UNRWA train-

ing centers. Industrial or technical education is a curricular inclusion in the compulsory cycle in such subjects as carpentry, metal work, drafting, industrial technology, and numerous other trades. Additional attention is given to technical education in the government secondary schools, but fewer than 1,000 students were receiving such training prior to the 6-day war.

V. ADMISSION OF UNDERGRADUATE STUDENTS

Government Secondary Schools and Grading Scales. The rapid growth of government schools in the last decade means that the graduates of these institutions have become increasingly important in college admissions. The college preparatory curriculums in the literary and scientific streams are required in all secondary schools. In general, the United States admissions officer may evaluate secondary-level credits on a basis comparable with his normal practice, except for some variation in the grading scale.

The grading system in Jordan is not easy to appraise and understand. An unwritten rather than the official grading scale is adhered to in both public and private schools. Actual grades given almost invariably are at least one—and sometimes two—levels *below* the announced or published grading scale. The government schools are not all uniform in their practice, but the official passing mark is 50 and the maximum is 100. Within this spread, a score of 65 or above is indicative of collegiate caliber in a student, but a preferable range is 70-85. A typical government school grading scale is as follows: 90-100, excellent; 80-89, very good; 70-79, good; 60-69, average; 50-59, pass; and 0-50, failure. It is very unusual for a student to score above 85. If admissions officers interpret grades strictly on the basis of the official scale, they may penalize students unduly.

There are numerous secondary schools in which vocational, commercial, agricultural, and technical educational curriculums are offered, but graduates from these schools take the Jordanian General Secondary Examination along with those who have followed the academic curriculum in other schools. In addition to the graduates of the academic secondary schools (also referred to as General Secondary Education Schools), a few stu-

dents from the other government schools seek higher education. They may be considered for admission by nonacademic schools in the United States.

Transcripts from the government secondary schools indicate the curricular stream pursued, the number of students in the class, the class rank of the student, and the percentage of school days present. Also, they show the courses taken by year, the number grade received in each course, and in some cases the class average.

Education in Jordan bears the indelible stamp of centralized government control, but it is fair to observe that the government schools have experienced dynamic growth and have shown great improvement in the last decade. Inadequate financing, limited facilities, the lack of enough well-trained teachers, political uncertainty, and the violence of guerilla and actual warfare have restrained greater development.

Private Secondary Schools and Grading Systems. A very important contribution to Jordanian education has been made by the private schools. Many of these institutions are well established, serve as a standard of excellence for the government schools, and enjoy a position of high academic prestige in Jordan and abroad. Although they were required to follow the government curriculum, in earlier years they were free to undertake additional curricular responsibilities. Since 1964, they have been closely supervised by the Ministry of Education and permitted little flexibility. Many such schools prepare their students especially for universities in Europe and the United States, as well as for those in the Middle East. As in the case of government schools, many private secondary schools carry the college designation in their names. Even so, they are secondary schools only and do not give college-level courses. Admissions officers should not be misled by the nomenclature.

Prior to the 6-day war, there were 75 private secondary schools in Jordan. Of these, 50 were controlled by Jordanian persons or organizations and designated as national private schools. The other 25 were under the auspices of foreign persons or authorities, often religious in nature, and were listed as foreign private schools.

Grading scales and standards vary among the private schools perhaps even more than in the government schools, and there is the inevitable variation in grading by teachers. In the private schools, as in the government schools, posted grades are at least one level lower than the official grading scale indicates. Thus, normally a score of 65 is good and 70 or above reflects honor-roll status. In one excellent private school, out of 100 students, no more than 2 or 3 generally attain an average of 85 or more and about the same number will go below 55. In another, a grade of 80 is considered very good and grades above 90 are very rare. In a third, 70 is considered a superior grade, the top grade rarely is above 85, and scores in the 60's are counted as good. Boys who achieve a grade average of above 65 in this school usually will be recommended for college.

The Friends Boys School and the Friends Girls School (now in Occupied Jordan on the West Bank) are two fine private schools that operate in a fashion similar to good United States college preparatory schools. The grading scales and academic practices are illustrative of those in the better private schools. The calendar in these schools covers 180 days per year, with classes meeting for 45 minutes each on 5 days per week. Since 1967, grades there have been standardized on the basis of a class average of 70 and a standard deviation of 10; prior to that time, a percentage system was used. The 5-point letter-grade scale with numerical equivalents is as follows: A, 85-100; B, 75-84; C, 65-74; D, 55-64; and F, 40-54. The passing mark in each subject is 55, but a general average of 60 normally is required for promotion. Grades in the Friends Schools may be taken more nearly at face value than in most schools, but even there the grading is somewhat lower than might be expected in a comparable United States institution. Some other good private schools reflect a British or French orientation, but the adherence to an unwritten grading scale rather than the official one is common to all of them. The private schools generally are good and, in the past, when they enjoyed more flexibility, they were educational leaders and innovators, often to the advantage of the entire Jordanian educational system. It has been from the foreign private schools that the larger number of Jordanian students have gone

abroad, especially to the United States, for study at the college level.

Preparatory and General Secondary Education Examinations. Great importance is placed upon general and nationally administered examinations in the Jordanian educational system. At the end of the ninth grade, Preparatory III, a General Preparatory Certificate Examination (*al Aa'dadiya*) is given to select those students capable of undertaking secondary school work. That the selection process is quite effective is indicated by the fact that about 40 percent of those taking the examination are eliminated and cannot enter the secondary schools.

Since 1961, the General Secondary Education Examination (*al Thanawiya*), sometimes referred to as the Jordanian matriculation examination, has been the standard examination for secondary school graduates. Before 1961, the examination was given at the end of the 11th grade. The examination has two versions, one for the literary stream and another for the scientific stream, and each form requires 32 hours of testing time. These subjects and the grading scales for each section are indicated below:

Literary Stream		Scientific Stream	
Subjects	*Max/Min Grade*	*Subjects*	*Max/Min Grade*
Religious education	100/40	Religious education	100/40
Arabic language and literature	300/150	Arabic language and literature	200/100
English language and literature	300/120	English language and literature	200/80
Arabic history and the Palestine problem	100/40	Mathematics	300/120
General history	100/40	Biology	100/40
General geography	100/40	Physics	100/40
Geography of the Arabic world	100/40	Chemistry	100/40
General science and mathematics	100/40	Specialized subject (Mathematics, physics, chemistry, or biology)	100/50
Philosophy and social science	100/40	Arabic world history and geography	100/40

The total score for a student in the literary stream is the sum of the grades of six subjects as follows: Religious education (for Moslems only), Arabic language and literature, English language and literature, Arabic history and the Palestine problem, and the highest grades in any other two subjects. In the scientific stream the total score is the sum of the grades of six subjects as follows: Religious education (for Moslems only), Arabic language and literature, English language and literature, mathematics, and the highest grades of any two other subjects. Non-Moslems must have another subject included in the score to replace religious education in each section. The highest possible score for any student is 1,000. A General Secondary Education Certificate is issued to each student receiving a passing grade. This examination is honored as a basis for university admission consideration throughout the Middle East.

In 1965-66, a total of 10,413 students sat for this examination; the percentage of success was 63.7 in the Ministry of Education schools, 49.3 in the private schools, and 52.3 in all secondary schools. Since 40 percent of the examinees are eliminated at the end of the preparatory cycle and barely 50 percent pass the secondary examination, it is clear that those who receive General Secondary Educational Certificates comprise a highly select group. Thus, with due attention to other predictive factors, students who have a passing grade on the General Secondary Education Examination generally may be considered qualified for college admission, and they deserve serious consideration.

Several thousand students also take other secondary examinations. One is the Egyptian matriculation examination or *Tawjihiya* (General United Arab Republic Examination) that has long tradition and high prestige in the Middle East, especially in Jordan. In 1965-66, students numbering 2,132 took this examination and 1,466 or 69 percent passed. Jordanian students who pass the *Tawjihiya* also deserve consideration for college admission, provided other factors also are indicative of success. Another group of students take the London University sponsored General Certificate of Education Examination (G.C.E.). Of 2,560 who took the G.C.E. in 1964-65, there were 1,109 students or 43.3 percent who passed in one or more subjects.

The official Jordanian report from which this information was derived did not indicate whether these students took the Ordinary or Advanced Level examination. Since very few Jordanian secondary schools offer curriculums that would prepare them for the Advanced Level, we must regard this number and percentage as comprehending the students who passed the Ordinary as well as the Advanced Levels.[1]

The Scholastic Aptitude Test (SAT) of the College Entrance Examination Board is administered at Bir-Zeit College near Ramallah, in Occupied Jordan, and at the headquarters of the American Friends of the Middle East in Amman. The SAT is given especial emphasis for the students in the Friends Schools.

VI. HIGHER EDUCATION

University of Jordan. Higher education facilities are inadequate in Jordan. The University of Jordan, the first 4-year college-level institution in the land, dates only from December 1962, when it opened with 167 students. By 1966-67, it had 1,088 students and graduated its first class of 94 in June 1967. The enrollment in 1968-69 was reported to be about 2,600. The faculty or college units now include the faculties of Arts, Sciences, and Economics and Commerce. It had been planned to add faculties of agriculture, engineering, and medicine, but these additions are made uncertain by the turmoil in the land at this writing. The calendar runs from October to June on a semester basis. Most courses are given for one semester but some are full-year courses.

At the outset, a peculiar grading system was used that gave the first semester a weight of 15 percent, the second semester 15 percent, and the final examination 70 percent in grade determination for a full-year course. In general, 50 grade points were allotted for each hour per week that a class met, and a student had to earn a grade equal to half of the total possible points in a class to pass. The highest possible mark for an academic year

1 *Yearbook of Educational Statistics, 1964-65* (Ministry of Education, Statistics Division, the Hashemite Kingdom of Jordan, Amman, Jordan, 1966), 183.

was 800. and a student had to earn 60 percent of his possible total to pass for the year. The tendency to grade at one level lower than the published scale also prevails at the University of Jordan. By 1966-67, credit hours had been introduced into this unusually cumbersome and needlessly complicated system, but apparently only for about half the normal value. A year's work garnered only from 15 to 18 credit hours. It is to be hoped that credit hours and grades eventually will be expressed in terms that are compatible with common usage in the United States. If political and economic conditions permit, the University of Jordan normally would be expected to assume an increasingly important position among Middle East institutions and become a feeder of graduate students to United States institutions as well as those in other lands.

Two-year Institutes in Jordan. Inclusive of Occupied Jordan, there are nine 2-year institutes or colleges in Jordan that offer 2 years of post-secondary work in various professional and vocational areas. Of these, 6 are public, 2 are UNRWA sponsored, and 1 is private.

All of these 2-year institutions have teacher training programs. The six public ones are Men's Teacher Training Institutes at Amman, Men's Teacher Training Institute at Howara/Irbid, Teacher Training Section in Hussein Institute, Teacher Training Section in Beit Hanina Commercial Administration Institute, Women's Teacher Training Institute at Ramallah, and Women's Teacher Training Institute at Ajloun. Two UNRWA Teacher Training Institutes are located at Ramallah, one for men and one for women, and the Najah Teacher Training Institute at Nablus is private. Teacher-training students are admitted only after receiving the General Secondary Education Certificate. In 1965-66, the total enrollment in all teacher institutes was 1,535 as compared to 245 in 1956-57, a gain of 526.5 percent. These schools pursue uniform curriculums for the prime purpose of preparing teachers for service in the compulsory school cycle. They study on a semester basis and earn a minimum of 75 credit hours for their certificates. The curriculum comprehends some general education studies, one field of specialization, and professional education courses. The academic

package is similar to a comparable program in United States institutions. Given the limitations of staff, library, laboratory facilities, and finances, these schools generally do a surprisingly good job. Their graduates are accepted for upper division work at the Lebanese University of Beirut without an entrance examination. At least one such graduate has completed a baccalaureate and a master's degree at the University of Cincinnati, and others have matriculated at various United States universities.

Agricultural, commercial, and industrial education also receive some attention at the higher education level in Jordan. Collegiate agricultural education is presented in a 3-year program at the Hussein Agricultural Institute at Tulkarm, now in Occupied Jordan. Only students with the General Secondary Education Certificate are eligible to apply for admission there. The author visited this institution and was impressed by its program and the very able man who then was its administrator —a Ph.D. from Iowa State University. Graduates of this school will deserve careful consideration for higher education placement at the post-sophomore level. At the higher education level, students who have earned the General Secondary Education Certificate are eligible for admission to the Beit-Hanina Commercial Business Administration Institute and may elect majors in accounting, secretarial work, business administration, and teacher training.

The only emphasis on industrial or technical education at the collegiate level is provided by UNRWA institutes, where about 150 students were enrolled in 1965-66.

In respect to the collegiate placement of the graduates of all of the 2-year institutes, the recommendation is that students with obviously good records should be considered for transfer acceptance and advanced standing in courses appropriate to the degree programs they elect in United States institutions. In the case of the Agricultural Institute, care should be taken to assure that only college-level courses are evaluated, since some secondary work also is given there. This also would be a wise precaution in cases where work in commercial or business and technical areas is presented.

Bir-Zeit College. The only private liberal arts college in Jordan is Bir-Zeit (well of oil). It was established in 1924 as a secondary school, is located about 16 miles north of Jerusalem, and in 1968-69 had 200 students. It attained junior college status in 1961-62 and now offers the associate in arts and associate in science degrees. The school has been the recipient of Ford Foundation aid and assistance from other sources, but it is handicapped by limited financial, library, laboratory and physical resources and the ever-present need for more and better trained teachers. Nevertheless, its distinguished president, Mr. Musa Nasir, and many able and devoted faculty members deserve high commendation for the progress and achievement of the school in this decade. Many United States teachers have joined the faculty there on a visiting or exchange basis. Understandably, the institution now faces many perplexing problems in Occupied Jordan.

For some years, Bir-Zeit College has had a working arrangement with the American University of Beirut whereby its students may be accepted as transferees. Others have gone abroad to other schools, and good students from that school deserve a collegiate chance in United States institutions. The college grading system is as follows: 90-100, excellent; 80-89, good; 70-79, fair; 60-69, weak; and 0-50, failing. Few students receive 90 or more, good students score in the 80-85 range, and the average is about 70. Thus, Bir-Zeit students who have averages of 70-75 or more should be considered for admission as transfer students by United States institutions.

VII. GRADUATE EDUCATION AND ADMISSIONS

On the basis of undergraduate work in their homeland, only graduates of the University of Jordan are eligible for graduate admissions consideration. With fewer than 500 graduates to date, it is premature to make categorical judgments on the adequacy of the preparation of these students for graduate work. The fledgling institution enjoyed very promising development, however, prior to the 6-day war, and the recommendation is

that students from the University of Jordan should be considered admissible at the appropriate graduate level and discipline after careful study and interpretation of their academic records. Many Jordanians of course obtain their undergradaute degrees in other Middle East institutions and apply for admission to United States graduate schools on the basis of their achievement in their respective schools. The Graduate Record Examination is administered by the American Friends of the Middle East in Amman, Jordan.

Archaeology and Theology. The rich historical and religious heritage of the area in part is responsible for the location of a number of world-famous archaeological and theological schools in Jordan, especially in the area of Occupied Jordan in and around Jerusalem and the Old City. Among these are the American School of Oriental Research, British School of Archaeology, Ecole Biblique, and the Studium Biblicum. Research performed or course credit earned in any of these outstanding schools might deserve recognition in appropriate programs in United States institutions.

VIII. RELATED ADMISSIONS CONSIDERATIONS

Scholarships and Other Financial Aid. The limited resources of most Jordanian students and high educational costs in the United States, compared to those in Middle East institutions, explain the great financial need of many who seek to study in this country. Scholarship aid may be provided by the Ministry of Education, the United States Agency for International Development (US/AID) program, various international organizations, and some other foreign countries. Scholarship recipients normally are selected by a committee in the Ministry of Education. A Division of Scholarships, Cultural Counselors, and Attachés in the Ministry then takes over the administration of the financial aid programs, interviews recipients, acts upon their courses of study, and does follow-up work in respect to their education and employment. In 1965-66, scholarship aid from all sources was extended to 124 students. Of these 47 studied in Jordan, 40 in Iraq, 14 in Lebanon, 18 in the United Arab Republic, 3 in Saudi Arabia, and 2 in Yugoslavia. None were in the

United States, although US/AID granted 14 scholarships. For the previous years on record through 1965-66, the recipients totaled 510, of whom 22 came to the United States. Other scholarship assistance of course was granted to Jordanians abroad that had no relation to Ministry of Education auspices, but statistics are unavailable for such awards. In the past, UNESCO has given aid, mostly to government employees, and a few scholarships have been provided through the Educational Exchange Program of the United States Information Service (USIS).

Jordanian Government and United States Consular Regulations. There have been no governmental restrictions upon study abroad other than the permission to convert funds into foreign currency. This permission is granted when the student has proof of admission to an institution outside of Jordan, but no more than $2,000 per year may be exchanged. In reflection of the uncertainties stemming from the 6-day war and the disturbed political situation since 1967, these observations are subject to error and amendment. The U.S. Consular Section may issue a student visa if the student has an I-20 form, has permission to secure appropriate dollar funds, intends in good faith to go to the United States for the purpose of study, promises to return to Jordan after the completion of his training, has adequate scholastic preparation, and has sufficient knowledge of the English language.

English Language Achievement. English is the second language in Jordan. Students begin to study it in the fifth year of school and continue to do so from six to eight class periods per week through the secondary cycle. Also, English language-training courses are offered under the auspices of the Jordan-American Society in Amman, and the British Consulate offers English language training. Thus, many Jordanians, especially those from the West Bank and now in Occupied Jordan, will have had a considerable exposure to English. Even so, most students experience an initial difficulty with the language. It is recommended that students be required to present scores from the Test of English as a Foreign Language (TOEFL) or other reliable evidence of English language capacity.

IX. SUMMARY OF PLACEMENT RECOMMENDATIONS

It is true that many Jordanian undergraduate students in the United States do not return to Jordan to work and live. Therefore, it may be in order generally to encourage admission of graduate students and discourage undergraduate applicants. On the other hand, the paucity of college places in Jordanian undergraduate institutions dictates that a large number of students must go abroad for their undergraduate study. This means that each case deserves careful consideration on the basis of the merits and the circumstances of the individual.

The good students in the better private as well as the government schools, as a rule, will be prepared to perform satisfactorily at the college level. In view of the differing grading scales and other circumstances, admissions officers generally will be safe in admitting Jordanian students from good schools with somewhat lower class rank and test scores than they normally would expect. It should be remembered that secondary school graduates already are the products of a highly selective process. United States institutions should insist upon evidence of good health, adequate knowledge of English, and financial solvency. Scholarships and other forms of financial aid are almost always needed.

Transfer students at the undergraduate level from the University of Jordan, Bir-Zeit College, and some of the 2-year institutes justifiably may be considered. Jordanian students whose undergraduate work has been at other Middle East institutions of known quality also will merit admissions evaluation. Students in these categories are more likely to return to Jordan and contribute to the further development of their homelar.[4]

NOTE ON EDUCATION IN OCCUPIED JORDAN

Official information on the status of education in Occupied Jordan today is difficult to obtain from any source. With the cooperation of a number of agency representatives and diplomats, some unofficial but seemingly reliable information has

been gathered on this subject. Teachers and officials of former government schools in Occupied Jordan still are considered Jordanian government officials and their salaries continue to be paid by the Government of Jordan. With the major exception of Jerusalem and minor variations in other areas, government schools in Occupied Jordan continue to use the same books and curriculums that are used in other Jordanian government schools.

A committee of educators in the occupied area supervises the administration of the general examinations at the various school levels. These are the examinations that formerly were given under the auspices of the Ministry of Education in Jordan. The examination certificates issued by this committee to the students may be exchanged in Amman, Jordan, for official certificates that normally are given to students passing similar examinations in Jordan.

X. BIBLIOGRAPHICAL NOTE

Space limitations in this brief study preclude the inclusion of a bibliography, although the list of sources and references consulted is extensive. Many personal interviews were held in Jordan with Ministry of Education representatives, other government officials, school administrators, teachers, private citizens, and persons from nonpublic agencies. Many significant *ad hoc* as well as annual government and privately issued reports were studied. The Ministry of Education reports over the last 5 years were extremely significant. Various periodicals, newspapers, United Nations publications, and secondary references also provided much important information. In an underdeveloped land like Jordan there is not a long history of sophisticated statistical studies and reports on the educational system. Therefore, his many personal visits and observations over a wide segment of Jordan were invaluable to the author.

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